National Congress Bulletin

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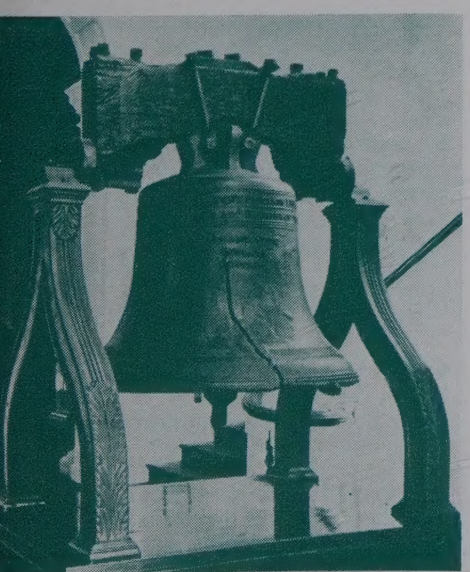
Dear P.T.A. President:

IT IS DIFFICULT to begin this message, not because I cannot think of anything to say but because there are so many ideas pressing for attention, and each would be appropriate and timely.

» From the letters I have written to you each month you know that I have had in the course of this year the revealing and heart-touching experiences of meeting with P.T.A. members in Alaska and in Hawaii. Now, still within the same year, I have added the enlivening and enlightening experience of meeting in convention the delegates to the European Congress of American Parents and Teachers. While its composition is largely military, this congress includes representatives from American schools, some from government, and some from families living in the area because of employment, usually by United States business firms.

» As were the earlier experiences, this one too was revealing. It brought to me an enlarged sense of how universal are our purposes and objectives and how close they are to all people who feel a concern for children and youth and recognize that through them the better impulses of mankind can be expressed, for the good both of the children and of the world in which they live and will help to shape.



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» The Liberty Bell, symbol of American independence, is one of the many historic shrines in store for P.T.A. members who attend the national convention in Philadelphia, May 22–25.

» Among these far-away members, not even bound to us by statehood, there is vibrant and eager desire to make the P.T.A. truly count in bringing up their children and providing for their education, although in surroundings far from the center of their own citizenship. I treasure the experience of attending this convention, and I hope in the months ahead I can make it one that will enrich your P.T.A. life, too.

» We are approaching the end of this school and P.T.A. year. I hope that you have attended your state convention and that you even may be coming to the National Congress convention in Philadelphia this month. Expenditure of local funds for these purposes pays dividends; I have never known anyone who has shared the surging enthusiasm of a P.T.A. convention and the training of leaders there who has not been better equipped for his work at home. If you have had this privilege you undoubtedly will urge that your successor have it too. If not, I am sure you will want to take the initiative to make "attending the convention" a part of your association's yearly training and to plan for it in the budget.

» Last month's events included for me, and possibly for some of you, the White House Conference on Children and Youth. Surely no one there was more pleased than I to find that marked emphasis was given to the need for strengthening family life—so marked that the Secretary of Health, Education, and Welfare, who gave the closing talk, took time to note it: "You have," he said as he spoke to the 7,000 delegates, "given vigorous support to programs that are designed to strengthen family life. . . . You have placed great emphasis on family life courses in schools, on parent education, and on other equally significant programs." He expressed his conviction "that every step we take in the direction of strengthening family life is a step in the direction of helping others to realize their highest potential."

» I am happy that "strengthening family life" is basic in the theme and Action Program of my administration. If you continue as president next year, do try to emphasize it further. If you relinquish your office to another, I hope you will make certain that your successor has issues of the "Bulletin" in which I have stressed P.T.A. responsibilities for "Strengthening the Home, Source of Our Nation's Greatness." The world needs, and our country needs, what we have to offer in this theme.

Sincerely yours,

Mrs. James C. Parker

MRS. JAMES C. PARKER, President
National Congress of Parents and Teachers

More About How
PARENTS AND TEACHERS COOPERATE

TO GIVE an even larger picture of how parent-teacher associations are endeavoring "to bring into closer relation the home and the school, that parents and teachers may cooperate intelligently in the training of the child," this article continues a subject opened in the December 1959 *Bulletin*.

OUR *Parent-Teacher Manual* (pages 78–79) tells us that "wise and realistic planning for the wholesome growth and development of boys and girls can only be done through the cooperation of teacher and parent. No other agency is so well fitted for creating a mutually sympathetic attitude between the parent and the teacher, working on behalf of the child, as is the well-organized and well-conducted parent-teacher association. No other agency offers so fruitful a field for enlisting the interest of citizens in the work of the schools and in the upgrading of the profession of teaching."

The "teacher half" of our parent-teacher partnership is showing an ever more appreciative attitude toward its P.T.A. channel of cooperation. Let's hear how some school administrators evaluate this important school asset:

● A typical comment is one by **Daniel A. Frumerin, principal of the Happy Hollow School in Wayland, Massachusetts,** who writes in the *Massachusetts Parent-Teacher:*

"The parents and the school have one great goal, that of educating the child. This goal can be fully realized only by mutual respect and full trust of each other. . . . Opportunities for parents to receive straight answers for honest questions must be provided. What better place than at the next P.T.A. meeting? . . . School is a great adventure for the child, and through the P.T.A. the parents and the teachers, as well as the principal, may share the joys and successes, understand together the failures, and enjoy the comradeship that comes from doing things together."

● A superintendent's view is expressed by **William C. Shattles, Ashland public schools, Kentucky,** in an article in the *Kentucky Parent-Teacher:*

"Parents and teachers organized as a unit, with a common cause, working together with feeling and understanding in planning, developing, and maintaining an adequate and efficient educational program are . . . one of the school administrator's greatest assets. . . . Through my P.T.A. I have found effective leadership, sound guidance, worthy counsel, strong boosters, willing workers, good public relations, and sympathetic understanding.

"We have definite evidence that when the parent and the teacher understand the aims and goals of each other, they can work together to a greater advantage for the welfare of the child.

"I believe a well-organized P.T.A. with strong leadership and sound guidance and working cooperatively with the school administration is a sure indication of a successful school program in any community."

● "The P.T.A. as an organization is the best friend and strongest supporter of good teachers and good schools," maintains **S. M. Crain, principal of the Clinton public schools in Mississippi,** in an article in the *Mississippi Parent-Teacher:*

"Through friendship and cooperative effort parents and teachers . . . can do much more for the pupils of the school than they can by working as individual groups. Through association in the P.T.A. parents come to know the teachers better and to know more about the school and thereby become stronger supporters of a well-rounded educational program. By the same token teachers come to know parents and home conditions better and are thereby enabled to work more intelligently with pupils."

Mr. Crain concludes that "the P.T.A. is the best public relations organization the school can have."

● In the *Arkansas Parent-Teacher* **Carlton Hasley, superintendent of schools in Mena, Arkansas,** pays this impressive tribute to the P.T.A.: "As a school superintendent, I am sure that I would not like to work in a school that didn't have an active parent-teacher association. . . . When the administration and parent-teacher association agree on their aims and objectives for the year, the parent-teacher association is one of the greatest assets the school administrator can have."

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WHAT, in the eyes of teachers and school administrators, are some of the important contributions a parent-teacher association can make to "the wholesome growth and development of boys and girls"?

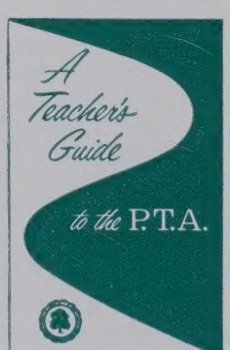
● From **R. Earl Kipp, superintendent of public instruction, Orange County, Florida,** comes one answer, as quoted in the *Florida Parent-Teacher:*

"Statistical studies have indicated that a school is best when it has a group of parents who hold that education is one of the most precious objects they can secure for their children. To be sure, a good school has a good faculty; it also has good buildings, adequate grounds, libraries, and all of the other physical features. But it has these things because somewhere along the line parents determined these things were necessary and pertinent to the education of their children. Therefore, the central object of the P.T.A. is to increase the enthusiasm of its parent members for the value of an education in a democratic society."

● Another superintendent of schools, **H. C. Ebmeier, South Sioux City, Nebraska,** believes that "one of the greatest services a P.T.A. can perform is to *be well informed* about what makes a good school and to be informed on how to attain the educational needs of America." He makes some pertinent recommendations in the *Nebraska Parent-Teacher:*

"Study groups should be organized in all communities to learn about the 'musts' for education. Much reading should be done, with many visitations to local and other schools. As many people as possible should be involved in seeking knowledge about what makes good schools. The information gained should be accurately communicated to all citizens through programs, newspapers, brochures, clubs, coffee sessions, and so on. When people know what good schools accomplish, they will be willing to support them both financially and physically."

● A similar opinion is expressed in the *Georgia Parent-Teacher* by **H. L. Shibler, formerly general superintendent of education, Indianapolis public schools:** "P.T.A.'s can be of no greater service to the public schools than to keep themselves thoroughly informed as to the program of the schools. That means visitation, study groups, consultations with teachers, principals, and supervisors, reading of literature, and being constantly alert



DO YOU HAVE COPIES OF THIS PAMPHLET ON YOUR P.T.A. BOOKSHELF?

★

• Both teachers and parents will find it a concise and most interesting source of information—for example, on strengthening their partnerships; on action that's important to their success; on history they've worked together to shape.

• Price: 50 cents a copy. Order from your state congress or from the National Congress of Parents and Teachers, 700 North Rush Street, Chicago 11, Illinois.

to the total school picture as it changes from time to time."

In conclusion Dr. Shibler observes, "You haven't heard me say a word about buying things for the school. That is important, especially in some schools, but on the rating scale of one hundred points I would say it could not command more than about five points."

● Speaking as a superintendent and as **Arkansas Congress education chairman, Carlton Hasley** (quoted previously) seconds Dr. Shibler's remarks: "Sometimes the parent-teacher association thinks . . . it must raise a large amount of money. We administrators appreciate the many things this money will provide, but I do not think this should be the main purpose of parent-teacher associations. The parent-teacher association can and will accomplish a lot more by promoting legislation, bond issues, and public relations, and by giving time to help promote the different phases of the school program, such as health—mental and physical—testing eyes and ears, preschool clinics, completing health records, and so on."

● School administrators look to the P.T.A. for help in curriculum development, says **George T. Wilkins, Illinois superintendent of public instruction.** He asserts, in the *Illinois Parent-Teacher*, "We need more of the grass-roots approach to curriculum development. We have an excellent opportunity through the P.T.A. to provide this grass-roots approach."

● Teachers want and need cooperation from parents, says **Mrs. Evelyn Sewell, president of the Florida Education Association,** speaking on a panel during the Florida Congress convention. "The finest schools and the most dedicated teachers can not guarantee a child a good education unless parents are willing to help," Mrs. Sewell points out. "The teacher welcomes visits as a means of acquainting parents with classroom procedures. . . . Parents are the schools' strongest support. . . . The teacher is concerned with the welfare of all the children, and parents, too, should work for the benefit of all children."

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HARRY A. BURKE, superintendent of the Omaha, Nebraska, public schools, probably speaks for the majority of school administrators and teachers when he declares, in the *Nebraska Parent-Teacher:* "Without the initiative of parents interested in opportunities for their children, educational progress in this state would have been virtually impossible."

The evidence is piling up that alert teachers and administrators are aware that through continued parent-teacher cooperation we can make even more progress to ensure the "wholesome growth and development of boys and girls."

HELPING YOUNG AMERICA GROW IN FREEDOM

▶ *National Parent-Teacher: The P.T.A. Magazine* announces the topics for its 1960–61 study-discussion programs on parent and family life education, grouped under the title given above.

PRESCHOOL COURSE

Just What Kind of Parent Are You?
The World from Three-Feet-High
Getting off Self-Center
Freedom Develops by Degrees
Preschoolers Are Work-minded
No Need To Treat Them All Alike
Some Don't Want To Be Hugged
What Is He Trying To Tell Us?

SCHOOL-AGE COURSE

Watch Out for the Pendulum Swing
What Price Parent-Pals?
Spurring Their Progress in School
Are We Rushing Children into the Social Whirl?
Are School-agers Athletics-Happy?
If He Doesn't Snap Out of It
A Direct Line to Johnny's School
"Are We Moving *Again*, Mommy?"

ADOLESCENT COURSE

Are We Squeezing Out Adolescence?
Teens and the Family Team
What's the Score on Juvenile Delinquency?
The Fourth R—Right-and-Wrong
The School of the Future
Can Teen-agers Make a Go of Marriage?
Don't Let Tobacco Trap Your Teen-ager
The Lonely Youth of Suburbia

National Parent-Teacher Subscription Rates

$1.50 a year—U.S. and possessions
$1.75 a year—Canada
$2.00 a year—Other countries

URGENT! A Call for Immediate Action

LAST YEAR 4,500,000 children in this country were not given the protection of the Salk vaccine. And last year, too, paralytic polio showed a gain — *54 per cent!* — over the year before. Nearly half of these cases were among our preschool children.

What can P.T.A.'s do about this alarming situation? The Salk vaccine *is* available, and P.T.A.'s helped to make it so. In fact, their help in "leading the fight against polio during the 1954 field trials" was recognized at the 1957 national convention with an award from The National Foundation. Basil O'Connor, who presented the award, noted that acceptance of the vaccine would not have been possible without this P.T.A. support.

Once again the resolute action so typical of P.T.A.'s is needed to stamp out the polio threat to children. But this time the problem is different. It is one, the National Health Council says, of overcoming personal or community inertia to the use of the vaccine. The Council makes the broad statement that any present-day needless case of polio is a serious reflection on all of us. And that any cases developing among persons who have not been fully vaccinated should be regarded as needless, for very probably they could have been prevented. For the most part such cases indicate our failure to overcome unfounded fears or complacency or our neglect to see that persons were provided with means to obtain protection promptly and without undue hardship.

Because organized community action and cooperation of community leaders seems the greatest immediate need in getting necessary action started, the Health Council urges appropriate cooperation with health officers or other health authorities on both state and local levels. Concerted efforts to determine the "soft spots" and to promote the wider use of the Salk vaccine can assure millions of children and youth the protection they need before this year's "polio season" begins.

For still more emphasis we repeat words from Dr. Wallace, our national chairman of the Committee on Health (see February 1960 *Bulletin*): "Community clinics are the most effective way to reach those who are uninformed, apathetic, or unable to pay for protection . . . . P.T.A.'s can serve well by initiating and sponsoring community polio vaccination clinics in early spring."

THE SPREADING OAK

HERE'S THE EXCITING NEWS we've all been waiting to hear — proof positive that your year's persistent enrollment efforts have helped to rally together more participants for P.T.A. action. Auditors at the National Office have just confirmed figures showing that P.T.A. memberships as of April 15 totaled 11,926,552! Although this score falls a little short of the 12,000,000-plus goal set for the year, it does represent a happy increase over last April's counting — 409,647. This gain might have been even greater, Mrs. Milton L. Wiener, National Congress Membership chairman, points out, if all membership reports had been received in time to meet the national deadline.

The figures in the next column give the membership picture state by state. The five congresses with the biggest gains are California (89,732), Texas (47,769), Tennessee (19,597), European Congress (16,118), and New York (16,093).

Mrs. Wiener sends her hearty congratulations to you who "called on all" to achieve such splendid growth. She emphasizes the importance of the work you have been doing by mentioning again why it was, and will continue to be, needed: "The more your P.T.A. grows in active membership, the more it will grow as a vital force in your community — and the more distance we can cover together in our march toward 'Strengthening the Home, Source of Our Nation's Greatness.'"

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MEMBERSHIPS AS OF APRIL 15, 1960

Alabama	215,391
Alaska	10,700
Arizona	84,071
Arkansas	132,950
California	1,846,657
Colorado	177,925
Connecticut	153,610
Delaware	35,613
District of Columbia	45,416
European Congress of American Parents and Teachers	40,802
Florida	348,472
Georgia	267,572
Hawaii	82,730
Idaho	49,542
Illinois	692,626
Indiana	261,844
Iowa	157,653
Kansas	205,616
Kentucky	196,711
Louisiana	118,551
Maine	31,857
Maryland	200,232
Massachusetts	150,125
Michigan	380,461
Minnesota	251,294
Mississippi	96,344
Missouri	255,842
Montana	33,551
Nebraska	71,016
Nevada	25,859
New Hampshire	25,924
New Jersey	463,990
New Mexico	46,216
New York	541,886
North Carolina	373,092
North Dakota	47,816
Ohio	740,304
Oklahoma	187,815
Oregon	128,678
Pennsylvania	570,000
Rhode Island	54,955
South Carolina	105,104
South Dakota	36,862
Tennessee	340,353
Texas	720,792
Utah	116,404
Vermont	21,396
Virginia	266,644
Washington	222,202
West Virginia	113,339
Wisconsin	155,123
Wyoming	16,189
Unorganized areas	10,435
Total	11,926,552

The P.T.A. Cultural Arts Program

THE National Congress Cultural Arts Committee program completed its final launching stage when the 1960–61 edition of the *Parent-Teacher Manual* went to the printer. For in this edition you'll find a new section in which the national Cultural Arts chairman, Mrs. Philip A. Hyatt, gives some intriguing suggestions for rich and varied P.T.A. programs.

In a recent letter to her state chairmen, Mrs. Hyatt emphasized the need for a pioneering job "in telling the story of the creativity and the philosophy of the arts; and in developing a favorable climate for cultural activities in the home, school, and community. . . . Our success depends, as it does with all committee work, upon extending our program to the 'grass roots.'"

To help you with your spadework now, when many P.T.A. committees are making plans for fall and winter growth, here is an excerpt from the cultural arts section in the new *Manual*. When you receive your *Manual* later on you'll get the complete picture of the fascinating possibilities that lie in P.T.A. cultural arts programs and activities.

Major Duties of the Local Chairman

1. To arouse enthusiastic interest in the cultural arts and an appreciation of their contribution to the enrichment of daily living.
2. To encourage parents to provide abundant opportunities in the home for participation in, and enjoyment of, the cultural arts.
3. To understand the place of the cultural arts in the school program.
4. To spur public interest in organizing community-wide art classes and workshops for children, youth, and adults.
5. To foster public support of the arts and a sense of public responsibility for maintaining a high level of cultural development among the people of the community.
6. To encourage the appreciation and the preservation of our country's native art, music, literature, dance, and drama.
7. To become familiar with the entire program of the National Congress through its publications in order to integrate the work of the cultural arts committee with other committee activities.

"The function of the P.T.A. cultural arts committee," says the *Manual*, "is to encourage participation in, and response to, the many forms of creative art." The guidance of the committee can result in appealing and purposeful additions to the activities of P.T.A.'s everywhere.

A Superintendent Speaks Up

Thoburn Davis, superintendent of the Rocky River Public Schools in Ohio, disagreed with a young bachelor's "letter to the editor," which appeared in the *Cleveland Plain Dealer*. So he too wrote a letter—one that should be interesting and helpful to all P.T.A. members. It was published as follows on March 2, 1960, in the editorial pages of the same newspaper.

Editor, Plain Dealer—Sir: The letter published on February 19 over the signature of Mr. James M. Cregar referred to the P.T.A. as "the greatest drawback to modern education." This statement was followed by others which indicated an unfriendly attitude toward this organization.

I do not know the source of Mr. Cregar's information but my experience with the P.T.A. over a period of years leads me to the opposite conclusion. I have learned to appreciate and respect the dedicated spirit of the great majority of the P.T.A. leaders and members for their unselfish interest in, and their support of, the schools.

The solid achievements of the P.T.A. in support of a better educational program are widely recognized. This organization needs no defense from me. However, I do want to give expression to my conviction that the P.T.A. has been and still is a dynamic, constructive force for the advancement of public education in this community. I am confident this view is shared by co-workers and colleagues.

WATER SAFETY PROGRAMS

● Summertime is on its way at last, and, this year, says the American Red Cross, more families than ever before will be taking off to spend their leisure hours in and on nearby lakes and streams.

So that more people may learn what everyone should know about enjoying the water with safety, the Red Cross suggests that P.T.A.'s might cooperate in developing educational programs on water safety—programs for the whole family and for which your local Red Cross will provide timely help.

Two 16mm films with coordinated manuals may be borrowed or purchased: *Teaching Johnny To Swim* and *Boats, Motors, and People.* Formal classes, demonstration teaching, posters, and slides also are included in the assistance available from local Red Cross chapters for P.T.A. or other community-serving programs.

1960 WHITE HOUSE CONFERENCE ON CHILDREN AND YOUTH GOLDEN ANNIVERSARY

GOLDEN ANNIVERSARY CONFERENCE

AT THE CALL of the President of the United States, more than 7,000 persons — representing national organizations whose work and interests relate to the wholesome growth and development of children — came to Washington, D. C., during the week of March 27 to April 2. They came to take part in the Golden Anniversary White House Conference on Children and Youth.

Parent-teacher members have played important roles in White House conferences ever since the first one was called by President Theodore Roosevelt in 1909. (Incidentally he was serving, at that time, as chairman of the National Congress' Advisory Board.)

The Golden Anniversary Meeting was no exception, for participating in it were all 13 National Congress officers, 10 national chairmen, three members of the Washington, D. C., legislation committee, three National Congress staff members, and 139 state congress leaders, representing 49 of our 52 branches. Moreover, the chairman of the President's National Committee, which was responsible for planning and organizing the Conference, was Mrs. Rollin Brown, immediate past president of the National Congress. Mrs. James C. Parker, national president, and Mrs. Berne S. Jacobsen, president of the Washington Congress of Parents and Teachers, were members of the same committee, and Mrs. Clifford N. Jenkins, national first vice-president, served on the executive committee of the Council of National Organizations.

This year the Conference scene was enlivened by the presence of a thousand or so youthful delegates. A happy surprise, according to Mrs. Katherine B. Oettinger, chief of the Children's Bureau and Conference secretary, was the way in which these young people spoke up, "with understanding, compassion, and clarity. They put some of us adults to shame."

White House conferences are working conferences, and it was appropriate in 1960 that modern technology should speed organization processes. IBM computers "allocated" each delegate — youth and adult — to one of 210 work groups. This designation in turn determined which of the 18 forums and which of the five daily theme assemblies the delegate would attend. At the close of all these sessions, work groups came up with some 1,600 recommendations, now being condensed and readied for mailing to participants.

Putting Conference findings to good use in homes, schools, and communities is always the next step. Hence, "little White House conferences" are being planned for most states. And, just as it has done after previous Conferences, the National Congress will spare no effort in putting the 1960 findings to work. The *National Parent-Teacher* plans to relate its 1960–61 parent and family life education programs to Conference findings, using as a general title the Conference theme, "Helping Young America Grow in Freedom."

Then, too, the organization will do all in its power to keep before its membership the eloquent suggestion made by Arthur S. Flemming, Secretary of Health, Education, and Welfare, at the close of the Conference. He urged that we go back to our communities "more determined than ever before to demonstrate one thing to the children and youth of this country: that we do believe man has an obligation to help his neighbor realize his highest potential. If we do demonstrate this, by our deeds, we will in the next ten years provide our nation and our world with human resources that will be superior to the resources available to us today."

BOY SCOUT JAMBOREE

CLIMAXING the Boy Scouts' year-long golden jubilee celebration will be its fifth national jamboree in the Colorado mountains, July 22–28. More than 53,200 participants are expected.

Any registered Boy Scout who was at least twelve years old by last January 1 and any Explorer with three months' tenure by July 15, 1960, is eligible to participate. Certification is made by local council jamboree committees.

National LIFE MEMBERSHIPS

• February 19, 1960–April 30, 1960 •

Show this list to friends whose names appear here. What other citizens in your community deserve to share this spotlight?

WE WARMLY WELCOME into Honorary National Life Membership those who have received this high honor since February 19. It is a pleasure to add their names to the roster of persons thus honored for their significant service to children and youth.

MRS. NEWTON P. LEONARD
A Director of The Endowment Fund
National Congress of Parents and Teachers

• • •

Alaska: Mrs. James Orr, Jr., Anchorage

Arizona: Mrs. P. M. Breeding, Tucson

California: Clara Anderson, Inglewood; John M. Bowersox, Eureka; Dr. James H. Corson, Modesto; Mrs. Anna Hayden, Bell Gardens; Mrs. Doyle K. Hoffman, El Monte; Oliver McCammon, Hawthorne; Thor Madsen, San Carlos; Mrs. C. E. Maine, Riverside; Mrs. David Reed, Los Angeles; Gilbert L. Strother, Arcadia; Helen K. Sylvester, San Diego; G. Carl Weller, South San Francisco; Mrs. Mark Wright, Torrance

Florida: Mrs. Frank J. Barrett, Fort Lauderdale

Illinois: Mrs. E. M. Graham, Mrs. Josephine Howell, Mrs. Alfred O. Klengel, Mrs. Nellie E. McMurtry, and Dr. Edward H. Stullken, all of Chicago

Indiana: Mrs. Don Herrin, Indianapolis

Kentucky: Mrs. James Gibson, Louisville

Louisiana: Mrs. Alice Carpenter, Roseland; John T. Carson, Metairie

Maryland: Mrs. Agnes Kain, Kensington

Massachusetts: Mrs. Edward F. Ryan, Manchester

Mississippi: Mrs. H. D. Worthy, University

Nebraska: Frieda Wirz, York; Mrs. Bessie J. Carpenter, Omaha

New Jersey: Mrs. Harry Fornarotto, Wanamassa; Mrs. J. Carleton Griffith, Metedeconk; Mrs. Arthur Liebl, Teaneck

New York: Mrs. Asa J. Call, Tomkins Cove; Mrs. Velma W. Henrickson, Lynbrook; Mrs. W. Ernst Spencer, Saratoga Springs

North Carolina: Mrs. Louise C. Godwin, Greensboro

South Carolina: Dr. William F. Loggins, Greenville

• The National Life Membership pin (magnified here) is made of rolled gold and blue enamel.

South Dakota: Mrs. Preston Scott, Hecla

Tennessee: Mrs. Dorothy Rich Morton, Moscow

Texas: H. McKee Andrus, La Marque; Robert C. Blankinship, Houston; Mrs. Dwight Conrad, Dickinson; Dr. Morgan E. Evans, Galveston; Mrs. J. S. Fitzgerald, Fort Davis; Mrs. Linus Frederick, Waco; Mrs. D. E. Lomas, Houston; Mrs. J. W. Miller, San Antonio; Mrs. D. T. Sampson, Jr., South Houston; Mrs. W. F. Schafer, Fredericksburg; Mrs. George Schauer, Corpus Christi; Mrs. John F. Weinzierl, Riverside

Vermont: Mrs. Francis Reid, Windsor

MILESTONE FOR SOCIAL SECURITY

• August 14 marks the twenty-fifth anniversary of the signing of the Social Security Act in the United States. During the years since 1935 this program has advanced steadily toward its goal: to provide economic and social safeguards for all citizens.

American citizens have always been encouraged to plan and provide for their own security. But common to all of us are the risks of a highly industrialized society, against which individual effort too often is insufficient protection. Hence the social security program was set up as the foundation on which we could build additional defense.

The social security system covers the majority of United States citizens. Its basic program—and the only one that is wholly federal—is the Old-age, Survivors, and Disability Insurance. A total of 13.2 million—mostly aged persons—were drawing monthly benefits under this plan at the end of June 1959. This number, higher by a million and a quarter than the year before, is bound to grow even larger.

Other programs stimulated by the Act and administered by the states (or by a state and its local communities) under state laws include unemployment insurance, public assistance, and child health and welfare services. Federal funds pay part of the costs of carrying out these last two plans when state programs meet federal law requirements. Unemployment insurance operates under closely interrelated federal and state laws.

Through calendar-year activities geared to this special birthday, the Social Security Administration hopes that "contributions will be made toward improving preventive and rehabilitative services, furthering self-care and self-support, and strengthening family life in America."

A Guide for Guidance

• "The best statement on moral and spiritual values we have seen." This is the gist of a note sent by Monsignor Dorsch of Baltimore, Maryland, to Mrs. Fred L. Bull, Congress Legislation chairman, about an item on the cover of the Maryland Congress' *Program for Legislation.*

Monsignor Dorsch's review constitutes a thoughtful commendation for *Moral and Spiritual Education in Home, School, and Community*, from which the item titled "This We Believe" was quoted. This National Congress publication is one that has no substitute in a P.T.A.'s endeavor to give moral and spiritual guidance to young people. (Available from the state congress or from the National Congress of Parents and Teachers, 700 North Rush Street, Chicago 11, Illinois, for 25 cents.)

P.T.A. BULLETIN BOARD

BRIEF ITEMS OF CURRENT INTEREST

FOR AND ABOUT P.T.A.'S

- **THE FINE TURNOUTS** at meetings of the Lulu M. Stevens Elementary School P.T.A. in Houston, Texas, are attributed to several factors, reported by the unit: In first place it puts the fact that all meetings are held at night, when all members can attend. Second, the unit has a nursery chairman, who, with the help of volunteer mothers and Girl Scouts, conducts two nurseries and two game rooms for children during the meetings. Third, a few days before each meeting the publicity chairman sends to each home an attractive newsletter in which the meeting is announced. A program notice follows on the day of the meeting.

- **THE "ART FAIR" PROGRAM** presented by the Carlisle (Iowa) P.T.A. had as guest speaker the curator of the Des Moines Art Center. Two pictures the speaker brought along were rented by the P.T.A. for a three-month display at the school.

- **"THROUGH THIS SCHOLARSHIP ASSISTANCE** [from the Illinois Congress] we have been able to double our enrollment of undergraduate students preparing to teach exceptional children and to better than double our summer session enrollment of teachers who want to prepare themselves to teach exceptional children." So reads an excerpt from a thank-you letter sent to the Illinois Congress by the Institute for Research on Exceptional Children at the University of Illinois.

- **FUN FOR THE WHOLE COMMUNITY** was the outcome of the Fairbanks (Alaska) High School P.T.A.'s fund-raising event this year. Two basketball games were held, one between men parents and teachers and the other between women parents and teachers. The games, which were not in serious sports competition, made use of such entertaining "gimmicks" as humorous uniforms, a lively sports announcer, and cheerleader squads.

- **A SPECIAL COMMITTEE ON MIGRANTS** has been set up by the New Jersey Congress to learn migrants' needs and to get help for them. Efforts are being made to secure (1) a new housing code that will provide greater safety and sanitation for migrants; and (2) the registration of all labor contractors who bring crews of workers into the state, so that these crew leaders can be held responsible for the welfare of those under their supervision. County chairmen have held study group meetings and have carried out projects to improve the welfare of migrant children.

- **EDUCATION IN OTHER COUNTRIES** was pictured in a panel discussion at a joint meeting of the three P.T.A.'s in Hastings, Michigan: Central, Southeastern, and Northeastern. Participants were three Hastings women who had received their formal education abroad—one in Latvia, one in China and Russia, and one in England.

(Continued on page 8)

• Members of the program committee for the Wisconsin Congress' fifty-first convention study the National Congress Action Program, "Strengthening the Home, Source of Our Nation's Greatness," as they make plans to carry out their convention theme, "Advancing on New Frontiers by Strengthening the Home." Left to right are Mrs. Walter Schroeder, Mrs. James Lohr, Mrs. Harry Sicula (chairman), and T. J. Kuemmerlein.

√ CHECK YOUR CALENDAR

• NOW THAT THE CALENDAR says your P.T.A. year is almost over, you're probably assessing what you've accomplished this year. What unusual P.T.A. idea, project, program, or activity do you find that should be shared with others? Wouldn't you like to do it through the "P.T.A. Bulletin Board"? Won't you please find time soon—in your busy calendar—to tell us about it? A good photo illustrating the activity, too, would be an especially welcome addition to your *Bulletin* item!

• Address your contribution to: National Congress Bulletin, 700 North Rush Street, Chicago 11, Illinois.

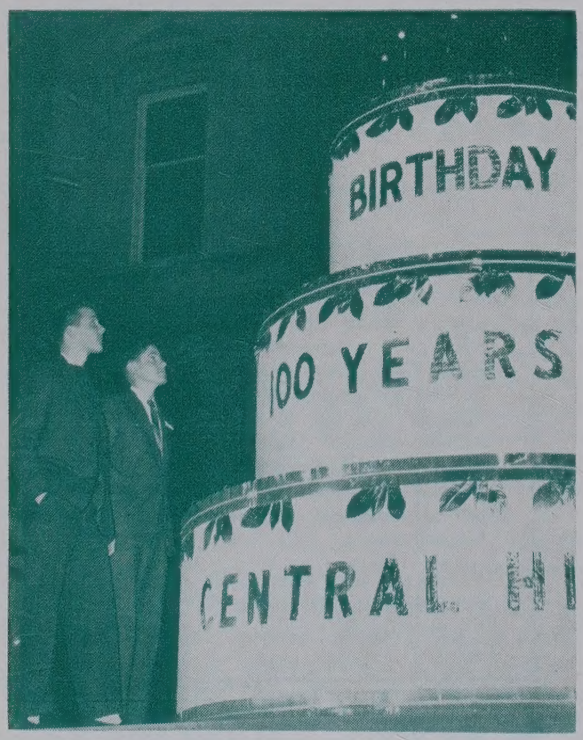
▶ Will YOU be at the 1960 National Congress convention, May 22–25, in Philadelphia, Pennsylvania? (Information in the April "Bulletin.")

- **HOW SAFE IS OUR SCHOOL?** asked the Grant School P.T.A. (Butte, Montana). To answer this question, a team of qualified P.T.A. volunteers carefully inspected the school and playgrounds and then presented two pages of findings and recommendations to the P.T.A. A copy was sent to the school board, the building inspector made his check, and action was started to eliminate hazards. A P.T.A. follow-up committee will make another inspection when repairs are completed.

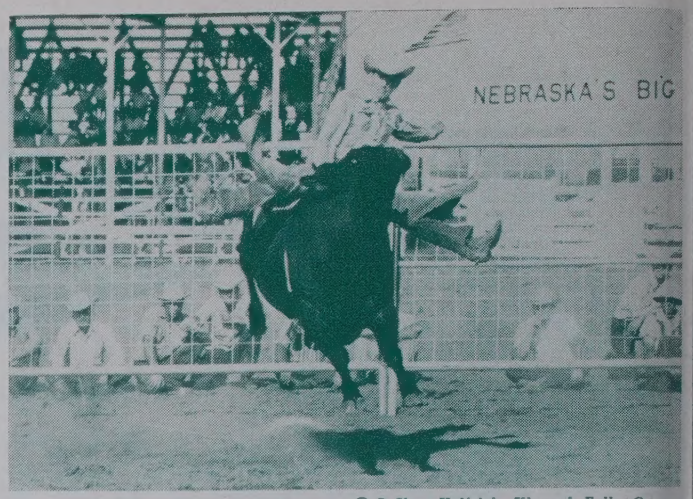
- **THE CLIPPING SERVICE** initiated by the Minnesota Congress is a boon to busy state chairmen who have difficulty finding time to browse through out-of-state congress bulletins and to clip articles that would be useful to them. The clipping service committee of five—district presidents and congress vice-presidents—scans the bulletins, clips suitable items, and sends them on to the proper state chairman.

- **THE POSSIBILITY OF MERGING** the city and county school districts was discussed at a joint meeting of the Victory Heights and Hannah McClure P.T.A.'s (Winchester, Kentucky). The county and city superintendents of schools and the chairmen of the county and city boards of education presented statistics on school population and reviewed laws relating to merger of the two systems. Also cited was James B. Conant's research on school consolidation.

- **TO CELEBRATE** the one hundredth birthday of the Omaha (Nebraska) Central High School, approximately 2,500 teachers, parents, students, and alumni gathered at the school for an open house. The P.T.A. played a major role in planning for the event, with the president serving as general chairman. Guided tours of the building, demonstrations of classwork, and parent-teacher conferences highlighted the memorable evening.



• Two students of Omaha Central High School admire this huge birthday symbol—one hundred years for Omaha Central.



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• Jim Shoulders, called "World Champion All-around Cowboy," helps his P.T.A.—Jefferson in Henryetta, Oklahoma—raise funds with a demonstration in the local rodeo arena.

- **A FAMILY SAFE-DRIVING CLINIC** was sponsored by the Shoreline P.T.A. (Seattle, Washington) in cooperation with the school, the local safety council, and the Shoreline citizens' advisory committee. The series of four evening meetings covered fundamentals of safe driving, parent-student relationships in using the family car, good driver attitudes, and a demonstration of driving skills.

- **BECAUSE THE UNIT'S BUDGET** couldn't cover expenses of attending the state congress convention, four members of the Pershing School P.T.A. (West Milwaukee, Wisconsin) decided to cut costs by taking along a house trailer owned by one of them. They had lots of fun and returned from the convention full of enthusiasm and new ideas for carrying on their P.T.A. work, reported the P.T.A. president.

- **HOW IS SCHOOL SPIRIT AWAKENED** when a school is brand new and all its pupils have been transferred from other schools? The Meadowvale P.T.A., Havre de Grace, Maryland, seems to have some of the answers: A school emblem and a motto were chosen from designs and ideas submitted by the students. A P.T.A. member made up a school banner, trimming it with the emblem in the school's colors—also selected by student vote. Another flag bearing the emblem flies at the schoolhouse when P.T.A. meetings or events are going on.

- **MAJOR ADDRESSES** given at conventions of the Texas Congress are recorded on the spot by an audio-visual consultant, who contributes his services without charge. Texas P.T.A.'s order the recordings from the state congress — at no cost other than furnishing blank tape and return postage.